Mini-lesson: Shared reading

Purpose: Day 2—Filling in the picture

Date:

Grade: 5

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| **Lesson component** | **What the teacher says…** |
| Connection: | Readers, yesterday we started reading “Ballad of the Landlord” together and got to know the text. Today we are going to deepen our understanding of this poem by envisioning—creating a mind movie as we read. As readers of historical fiction, we know that envisioning can mean paying close attention to people and places in a particular historical context. Let’s use that strategy as we approach this poem. |
| Teaching:  Focusing on the speaker in this poem is important to truly understanding it. There is a very intentional progression from beginning to end of this poem that underscores “power and resistance” and you should have kids notice stanza by stanza how the tone/mood changes.  This will help you to have a stronger discussion on Day 3 about the “message.” | Listen while I read the first stanza and tell about the mind movie I see when I envision this section of the text.  (read)  Hmm, I’m noticing that the speaker in this poem is addressing the Landlord, so I am imagining two people talking in an apartment. The speaker also mentioned a leaky roof, so I am imagining some water stains on the wall and maybe a bucket set under a leaky part of the roof. He says, “Don’t you ‘member I told you about it/Way last week” and that makes me think he’s frustrated by the Landlord who hasn’t fixed the problem yet.  Listen while I read the next two stanzas out loud.  (read)  What do you notice about the tone or mood of the stanzas we’ve seen so far? / Has it changed? |
| Active Engagement 1: | Listen while I read the next two stanzas out loud. Concentrate on the mind movie you create by actively listening.  (read)  Did this new information add to or change the images in your mind? Turn and talk to a partner about what you envision from this section of the poem.  (take a few examples) |
| Teaching, cont.: | Let’s read on. Here the font is changing--signally a new speaker. Let’s read on to see what new information we find. |
| Active Engagement 2: | Who would like to share something else they imagined as we read this text? |
| Closure: | Readers, today we used mind movies to get more familiar with the action in this poem, and we noticed how these images changed as we read on. Tomorrow we’ll start thinking beyond—or around—the text by inferring. |